

Greenshaw Learning Trust – Brakenhale School Improvement Plan (SIP)

This improvement plan highlights key actions following the OFSTED inspection and subsequent monitoring visits and links specific Trust support to these areas. There are a wealth of other activities and support mechanisms (e.g. finance, HR, raising attainment, early intervention) that the Trust will support immediately. In addition to this improvement plan, each subsection is also broken down in detail to promote activity and impact from the stakeholders within the school. The Greenshaw Learning Trust Executive Head of Secondary Improvement (EHSI) will meet with the Headteacher (and leadership team where appropriate) to monitor this improvement plan and provide regular updates to the local governing body and Trust. In addition, the EHSI will identify direct support from Trust Managers to ensure the improvements are rapid and sustained over time.

	Priority	Actions	Outcomes
T e a c h i n g ' L e a r n i n g & S u p p o r t	<p>Marking and feedback must be in line with the school's policy and facilitate progress.</p> <p>(G Powell)</p>	<ol style="list-style-type: none"> 1) All staff feedback to learners in line with the new whole school feedback non-negotiables (NNs) 2017-2018. 2) Impact of Feedback is referenced in every Learning Walk and Formal Observation. Quality assured by Head of Year (HoY)/Senior Leadership Team (SLT) work scrutiny and Book Look week. 3) GPO to meet with all Heads of Department (HoD) and approve new Department Feedback policies. 4) Adherence to the NNs is required to satisfy Teaching standard 6. <p>Feedback non-negotiables (NNs)</p> <ol style="list-style-type: none"> 1. All work is visibly checked every month. 2. Formal assessment occurs at least once every half term and is always followed by SIR feedback. 3. Student response shows improvement in skills or understanding. 	<ul style="list-style-type: none"> ● Work sampling demonstrates that staff are following NNs, in line with Teaching Standards. ● Work sampling demonstrates that NNs are having a clear impact on progress. ● All departments have a clear agreed department feedback policy focussed around the NNs. ● Parental and student voice demonstrate entirely positive responses at data collections points throughout the year.
	<p>The KS3 curriculum is rigorous and fully prepares students to be KS4 ready.</p> <p>(P Gibson)</p>	<ol style="list-style-type: none"> 1) Monitor the delivery KS3 SoL to ensure progress is built upon from the KS2 curriculum to the KS4 curriculum. 2) SoL at KS3 are reviewed throughout the year and finalised in summer 2018 all will identify learning outcomes and skills to be developed. 	<ul style="list-style-type: none"> ● All Curriculum leaders will ensure that effective SoLs are in place to support the new KS3 and KS4 curriculum. ● Students will have made at least expected progress by the end of Year 9 and the end of Year 11.

	<p>Ensure that there is consistency in high quality classroom practice and that this is shared.</p> <p>Appropriate lessons planned for all learners.</p>	<ol style="list-style-type: none"> 1) All teaching staff to be accountable for their practice and use the PACER document and to keep an up to date record of CPD that they undertake throughout the year. 2) Adherence to the NNs is required to satisfy Teaching Standard 4. 3) Rigorous and regular SLT and HoD Learning Walks will be used to for accountability purposes. <p>Non-negotiables - Linked to Teaching standard 4</p> <ol style="list-style-type: none"> 1. Instant engaging activity on entrance to the room. 2. Learning outcomes are visible. 3. Teachers ensure that all work meets agreed presentation standards. 4. Student task time should outweigh teacher exposition time which should be limited to 10 minutes blocks. 5. Student tasks should always demonstrate high expectations and challenge and are linked to the learning outcomes. 	<ul style="list-style-type: none"> ● All staff to complete CPD plan and to participate actively in Whole school INSET. ● All staff will have adhered to the NNs and as a result the Quality of Learning and Teaching (QoLT) will improve as evidenced by student outcomes. ● Learning walk data will improve from Requires Improvement to Good+.
<p>P e r s o n a l D e v e l o p m e n t</p>	<p>All staff manage behaviour effectively in lessons consistently upholding the school's behaviour policy, resulting in a focused environment which supports students' progress at all key stages.</p> <p>(A Hartley)</p>	<ol style="list-style-type: none"> 1) All staff follow the school's behaviour and uniform policy consistently. 2) Use of Restorative conversations to deal with conflict resolution within the school community. <p>Behaviour for Learning NNs linked to Teaching standard 1 and 7</p> <ol style="list-style-type: none"> 1. Students are welcomed into the classrooms and positive relationships are established. 2. Lessons begin in a calm and orderly manner with students standing behind their chairs in silence. 3. Uniform is checked at the start and end of every lesson and form time, with sanctions issued. 4. Tools for learning are checked every morning tutor period, with sanctions issued. 5. A boy/girl seating plan is in place in all lessons. 6. During the lesson the teacher must promote high expectations of good and courteous behaviour. 7. Lessons end in a calm and orderly manner with students standing behind their chairs in silence and the learning environment left in a tidy manner. 	<ul style="list-style-type: none"> ● All staff follow the NNs and as a result, Formal Observations and Learning walks will demonstrate that maximum learning time is utilised due to positive learning behaviour. ● FTE numbers are significantly reduced. Termly evidence of a reduction in both numbers, first time and repeat offenders. ● Stakeholders are aware of an improvement in behaviour across the school through an increased satisfaction rating from parents and student feedback.

<u>z</u> <u>B</u> <u>e</u> <u>h</u> <u>a</u> <u>v</u> <u>i</u> <u>o</u> <u>u</u> <u>r</u> <u>&</u> <u>W</u> <u>e</u> <u>i</u> <u>f</u> <u>a</u> <u>r</u> <u>e</u>	<p>Attendance is at least in line with national average.</p> <p>(A Hartley)</p>	<ol style="list-style-type: none"> 1) Attendance and punctuality to school and lessons is monitored and strategies put in place to improve where this falls below national targets. 2) Capacity is increased to analyse and publicise attendance data. 3) Governors' attendance panel is set up to scrutinise individual cases. 4) HOYs and AHOYs celebrate positive attendance and intervene to improve attendance where necessary. 5) Work with external agencies to reduce persistent absenteeism. 6) All staff will have a focus in Performance Appraisal A on increasing attendance. 	<ul style="list-style-type: none"> ● Attendance is improved and in line with the minimum national expectation. ● The Persistent Absence rate reduces to the Greenshaw Learning Trust target of 12.4%. ● The absence rate of FSM/PP/SEN students declines and the gap diminishes between non PP and PP.
	<p>To embed a targeted and effective formal 'Personal, social, health and economic' (PSHE) Education programme which supports our young people in becoming active participants in modern society and develops transferable skills across the curriculum.</p> <p>(G Powell)</p>	<ol style="list-style-type: none"> 1) The continued development and review of a robust Programme and SoL that all staff can access and use to plan and teach high quality lessons PSHE, as evidenced by formal observations and climate checks. 2) The development of transferable soft skills through dedicated PSHE lessons in the programme of study with a focus on developing resilience, listening, discussing and communicating. 3) Teaching students to keep themselves safe, including dealing with anger, health (mental and physical), relationships and practical advice such as road safety. 	<ul style="list-style-type: none"> ● A reduction in all year groups of discriminatory incidents, misuse of social media, including sexually inappropriate communication. ● High quality lessons are taught by tutors as evidenced by learning walks and student feedback. ● A cycle permit and helmet scheme to be introduced for all students riding a bike to school. ● A stress management workshop to be introduced for KS4 and 5 identified students. ● The appointment of an intervention coordinator to run target group sessions focused on keeping students safe.

<u>L</u> <u>e</u> <u>a</u> <u>d</u> <u>e</u> <u>r</u> <u>s</u> <u>h</u> <u>i</u> <u>p</u> <u>&</u> <u>M</u> <u>a</u> <u>n</u> <u>a</u> <u>g</u> <u>e</u> <u>m</u> <u>e</u> <u>n</u> <u>t</u>	<p>Develop an increased effectiveness and capacity of all middle leaders, both pastoral and curriculum, to raise standards and improve outcomes.</p> <p>L Baveystock – Point 1 G Powell – Point 2/3 SLT line managers – Point 3/6 A Hartley/P Gibson – Point 4/5</p>	<ol style="list-style-type: none"> 1) Middle Leadership training programmes, including Associate SLT roles, offered through a range of providers selected to meet the needs of specific staff. 2) Middle curriculum leaders to plan and follow a structured monitoring plan to understand and reflect on standards of teaching and learning in their department, whilst middle pastoral leaders support through an increased use of data. 3) All middle leaders to write a development plan which will be linked to the whole school development plan and be linked to the outcomes of their department. 4) Calendared Raising Standards Meetings to hold middle and senior leaders to account for department results and to implement support as required. 5) Half termly SLT Raising Standard Leaders meetings KS4 and Post 16. 6) Regular minuted SLT line management meetings, weekly for core subject, at least fortnightly for EBacc and four times a term for all other courses. 	<ul style="list-style-type: none"> ● An increased ability of middle leaders to be effective in their roles, including raising standards and effectively leading staff. <i>Appropriate and evidence based feedback to be provided for the mid-term Performance Appraisal (PA) reviews (Feb 2018) illustrating accurate understanding of staff needs and clear following of Continual Professional Development (CPD) and support procedures.</i> ● Governors are able to access and or are continuously updated on and interpret data so remain fully aware of students' achievement. <i>Each Full Governing Body (FGB) to evidence SLT presentation of robust data which when challenged is explained and acted upon. Training for Governors.</i> ● Middle pastoral leaders show a clear understanding of data and an ability to use effectively in order to effect change in the classroom to ensure student progress at all key stages evidenced by <i>increased progress of students academically monitored by pastoral leaders.</i>
	<p>Retain, train and recruit high quality staff at all levels.</p> <p>(J Coley/L Baveystock/A Hartley)</p>	<ol style="list-style-type: none"> 1) Continual professional development opportunities through initiatives such as associate roles at senior and middle levels. 2) Attract outstanding trainees through networking and highly effective development and training programs. 3) Foster and forge positive relationships with all recruitment channels. 4) Bi-annual staff survey conducted and areas of dissatisfaction to be addressed. 5) Termly staff social events. 6) Recognition of staff who have gone above and beyond through the Brakenhale heroes' board, Wednesday Warrior and individual praise conversations. 7) Continue with the weekly staff briefing raffle. 8) To oversee the new building project for the school ensuring that the smooth running of the school is not compromised. 	<ul style="list-style-type: none"> ● Retention and recruitment of high quality staff. ● Staff survey to reveal high levels of satisfaction in all areas. Autumn Term 2017 and early Summer Term 2018.

(J Coley)	To continue the trend of a full PAN in Year 7, and increasing numbers Year 12.	<p>1) To continue to embed the following:</p> <ul style="list-style-type: none"> ● High expectations and Challenge in all areas of the school leading to improved teaching and student outcomes. ● Positive relationships between the school, parents and the local community. ● Further strengthen close relationships with local feeder schools eg., playing a key role in the primary school cluster group , teaching master-classes in key subject areas and hosting half-termly liaison meetings. ● Introduce additional strategies, eg. tours for parents of children in Year 5. 	<ul style="list-style-type: none"> ● Our PAN is filled in Year 7 and 8 Sept 2017 Indicative choices known Jan/Feb 2018, final numbers April/May 2018. ● Increased number of post 16 students into Year 12.
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	<p>To close the gap in progress made for the following groups: disadvantaged (inc MA), SEN, more able and boys.</p> <p>P Gibson – Points 1-3/5 - 6, 8 A Hartley – Point 2/4/6/7 K Roche – Point 9</p>	<ol style="list-style-type: none"> 1) Key Stage 3 Raising Standards meetings will be scheduled in line with AP data. 2) Key Stage 4/5 Raising Standards meetings will have a clear section on group progress. 3) Key Stage 4 Raising Standards meetings will be focussed on achieving grade 5 as a minimum for students of MA. 4) Identification and raising awareness of former PP students at Post-16. 5) HoKS4 to lead on strategies to motivate and engage underachieving boys. 6) Double and triple disadvantage students to be identified through the tiered system. 7) Raising standards meetings to have an increased focus on targeted vulnerable groups. 	<ul style="list-style-type: none"> ● Clear systems and lines of accountability have been developed to ensure that all students in the targeted vulnerable groups are making expected progress with some exceeding expectations. ● Appropriate interventions are monitored and having a clear impact on raising achievement of vulnerable group students. Evidenced by AP data showing a reduction at each AP point in the differential between groups. ● Clear record of strategies and interventions to support previous PP students at KS5. ● The introduction of a tiered system to monitor and plan interventions for double and triple disadvantage students.

		8) Develop further strategies and interventions to support SEN students. 9) Lead governors to hold leaders to account.	
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	To raise aspiration and ambition in their end of Post-16 destinations. (A Hartley)	1) Raising awareness of opportunities through an improved programme of PSHE. 2) Continued use of Unifrog throughout Sixth Form. 3) Personalised communication of employment and educational opportunities. 4) Developing a program of assemblies, external speakers, visits and work experience and to systematically track student involvement. 5) To develop the role of Post-16 form tutor.	• No NEET students. • A greater number of applicants to Russell Group universities compared to previous years. (28% of UCAS applicants have an offer from at least 1 Russell Group University). • A greater number of recognised apprenticeships applied for. • A greater understanding and awareness of the aspirations and needs of the Post-16 cohort by taking a skills audit of students in Year 12 in the Autumn term 2017 and using this to create individual tutor plans - ongoing.

Key

NN	Non Negotiables	UCAS	Universities and Colleges Admissions Service	JCO	Jane Coley, Headteacher
SLT	Senior Leadership Team	FTE	Fixed Term Exclusion	PGI	Paul Gibson, Deputy Headteacher
HoY/AHoY	Head of Year/Assistant HoY	SEN	Special Educational Needs	AHA	Andy Hartley, Deputy Headteacher
HoD	Head of Department	FSM	Free School Meals	GPO	Gemma Powell, Assistant Headteacher
KS	Key Stage	PP	Pupil Premium	LBV	Lisa Baveystock, Assistant Headteacher
SoL	Scheme of Learning	PPE	Pre-Public Examinations		
PAN	Published Admission Number	PACER	Planning, Atmosphere, Challenge, Engagement, Reflection		
MA	Middle Ability				
AP	Assessment Point				
EBacc	English Baccalaureate				
ALPS	Advanced Level Performance System				